DOCUMENT RESUME

ED 282 316 EA 019 411

AUTHOR Grande, Alexander
TITLE How Boards Can Improve Teacher Performance.
PUB DATE Apr 87
NOTE 15p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Board of Education Role; *Elementary Secondary Education; Incentives; Inservice Education; *Instructional Leadership; Organizations (Groups); Professional Associations; *Professional Development; Program Development; Recognition (Achievement); Seminars; Teacher Education Programs; *Teacher Effectiveness

ABSTRACT

Effective school board leadership based on involvement and example can effectively enhance teacher performance. The first of five strategies presented to encourage maximum performance is the "Science of Teaching Program," allowing staff members, in a six-day seminar format, the opportunity to be exposed to a framework for making wise professional decisions, to identify effective instructional behaviors, and provide the opportunity to practice them in a supportive environment. The second strategy is the "Teacher Incentive for Excellence Program," designed to encourage the professional staff to maintain or expand educational programs. Proposals may include funding for new or continuing programs, salaries, supplies, equipment, travel, or other resource personnel or materials, and are evaluated by a selection committee of administrators and board members. The third strategy is the "Staff Recognition Program," emphasizing the recognition of faculty performance to encourage maximum teaching energies and a high degree of professionalism. The fourth strategy, the "Professional Growth Cycle," identifies key concepts in four major areas: (1) professional skills, (2) instructional technology, (3) curriculum, and (4) interpersonal/communication activities. The fifth strategy, "Utilizing Your Professional Associations," emphasizes involvement in professional organizations by administrators and educational leaders and instructing others by demonstrating leadership characteristics (WTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED282316

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alexander Grande

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HOW BOARDS CAN IMPROVE TEACHER PERFORMANCE

Alexander Grande
Assistant Superintendent
Souderton Area School District
139 Harleyville Pike
Souderton, Pennsylvania 18964

Paper presented at the Annual Meeting of the National School Boards Association, San Francisco, California, April 4-7, 1987.

EA 019 411

HOW CAN BOARDS IMPROVE TEACHER PERFORMANCE

HOW CAN BOARDS IMPROVE TEACHER PERFORMANCE--LET ME COUNT THE WAYS. OBVIOUSLY, IT'S DIFFICULT TO PRESENT IN A FEW MINUTES WHAT PEOPLE SPEND A CAREER INTERPRETING, BUT I THINK THERE'S A POWERFUL MESSAGE IN OUR TOPIC TODAY.

YOU SEE, BOARDS DO A TREMENDOUS AMOUNT FOR IMPROVING TEACHER PERFORMANCE, EVEN WHEN THEY DON'T REALIZE IT. THE BOTTOM LINE IS THAT EFFECTIVE BOARD LEADERSHIP DEMANDS--YES, I MEAN DEMANDS--THE SUCCESS AND EXCELLENCE OF THE DISTRICT'S EDUCATIONAL PROGRAM. YOU ARE OBLIGATED TO SET THE TONE FOR LEARNING AND TEACHING IN THAT DISTRICT.

TOM PETERS AND NANCY AUSTIN TELL US IN AN AGENDA FOR EXCELLENCE THAT "THE POWER THAT CAN BE UNLEASHED BY A REQUEST FOR MERE OWNERSHIP, OVER EVEN THE PERCEPTION OF IT, IS AWESOME." MY GOAL FOR YOU TODAY IS TO TAKE THAT OWNERSHIP-- OR BE "AWESOME" AS OUR CHILDREN WOULD SAY-- FOR IMPROVING TEACHER PERFORMANCE IN YOUR SCHOOL DISTRICTS. I HOPE THAT YOU LEAVE THIS SESSION TODAY WITH NO LESS THAN THREE NEW IDEAS AND A STRONG AFFIRMATION OF THOSE PROGRAMS YOU ARE CURRENTLY PROVIDING IN IMPROVING TEACHER PERFORMANCE.

TO MAXIMIZE MY PRESENTATION, I'VE PREPARED A HANDOUT WHICH WILL BE DISTRIBUTED AT THE END OF THE PRESENTATION WHICH SUBSTANTIATES MY REMARKS. SO, FOR THE REMAINDER OF MY TIME, I WANT TO SHARE SPECIFIC STRATEGIES ON HOW THE SOUDERTON AREA SCHOOL DISTRICT HAS BECOME PROACTIVE RATHER THAN REACTIVE IN HELPING TEACHERS IMPROVE THEIR PERFORMANCE.

EA 019 411

NSBA Conference
1987 3

I'M GOING TO ASSUME THAT YOU'VE DEVELOPED MISSION STATEMENTS, AGENDAS FOR EXCELLENCE, AND REALIZE THAT IF YOU AND YOUR ADMINISTRATIVE STAFF KEEP ABREAST OF THE RESEARCH, YOU ALREADY HAVE 70 POLICIES WHICH IMPACT TEACHER PERFORMANCE. AS OF THIS MOMENT, THE SOUDERTON AREA SCHOOL DISTRICT SYSTEMATICALLY EMPLOYS OVER 30 SPECIFIC STRATEGIES FOR PROMOTING EFFECTIVE TEACHER PERFORMANCE. RANGING FROM PARTICIPATORY INVOLVEMENT IN POLICYMAKING TO TEACHER RECOGNITION AWARDS, THEY HAVE DEFINITE IMPLICATIONS FOR IMPROVING STAFF MORALE, UNDERSTANDING AND REINFORCING EXPECTATIONS, AND IMPROVING TEACHER PERFORMANCE.

I HAVE CHOSEN FIVE SPECIFIC STRANDS WHICH HAVE BEEN PARTICULARLY EFFECTIVE IN ENHANCING TEACHER PERFORMANCE THROUGHOUT OUR DISTRICT:

1. SCIENCE OF TEACHING PROGRAM
2. TEACHER INCENTIVE FOR EXCELLENCE PROGRAM
3. STAFF RECOGNITION PROGRAMS
4. PROFESSIONAL GROWTH CYCLE (COURSES, CONFERENCES, PROFESSIONAL ASSOCIATIONS, INSERVICE CREDIT)
5. UTILIZING YOUR PROFESSIONAL ORGANIZATIONS

I. SCIENCE OF TEACHING

ALTHOUGH WE HAVE FOUR MAJOR STAFF DEVELOPMENT PROGRAMS OCCURRING IN THE DISTRICT AT THIS TIME--TECHNOLOGY, PROCESS APPROACH TO WRITING AND THE LITERATE KINDERGARTEN ENVIRONMENT--THE SCIENCE OF TEACHING PROGRAM IS PERHAPS THE MOST AGGRESSIVE IN PROMOTING PROFESSIONAL INTROSPECTION. REFLECTING THE RESEARCH OF

OVER 100 MAJOR STUDIES, THE 6-DAY SEMINARS, PROVIDED DURING SCHOOL TIME, ALLOW ALL STAFF MEMBERS THE OPPORTUNITY TO BE EXPOSED TO A FRAMEWORK FOR MAKING WISE PROFESSIONAL DECISIONS, TO IDENTIFY EFFECTIVE INSTRUCTIONAL BEHAVIORS, AND TO PROVIDE OPPORTUNITY TO PRACTICE THEM IN A SUPPORTIVE ENVIRONMENT.

SEMINARS RANGE FROM 20-30 STAFF MEMBERS WHO EVENTUALLY BECOME PART OF OUR BUILDING CADRE OR SUPPORT TEAMS. AFTER GOING THROUGH THE TRAINING PROGRAM, THEY HELP THE BUILDING ADMINISTRATOR OR SUPERVISOR FURTHER IMPLEMENT "SOFT" TECHNIQUES IN THE CLASSROOM; (2) SUPPORT AND CRITIQUE EFFORTS OF FELLOW SUPPORT TEAM MEMBERS; (3) PEER COACH AND ANALYZE VIDEOTAPES; (4) ASSIST THE ADMINISTRATORS IN DEMONSTRATION LESSONS; (5) TEACH AT THE DISTRICT LEVEL SEMINARS AND SHARE INFORMATION REGARDING SOFT WITH OTHER STAFF MEMBERS AND DISTRICTS.

TO DATE, ABOUT ONE-THIRD OF THE STAFF HAS VOLUNTEERED FOR THE PROGRAM AND BASICALLY IT HAS BEEN (AND I QUOTE FROM ONE OF OUR OUTSIDE EVALUATORS): "A COLLABORATIVE, PROFESSIONAL GROWTH MODEL WHERE TEACHERS CAN SHARE THEIR CONCERNS AND KNOWLEDGE AND WHERE REFLECTION AND EXPERIMENTATION ARE ENCOURAGED IN A SUPPORTIVE ATMOSPHERE. THE COLLEGIAL SPIRIT GENERATED DURING THE SEMINARS HAVE SERVED AS A SOURCE OF REINFORCEMENT FOR IMPROVING MY TEACHING. TEACHERS CAN THRIVE IN THIS TYPE OF STAFF DEVELOPMENT SETTING. THE WORKSHOPS HAVE BEEN A REAL UPPER, A REVITALIZER."

WHAT ARE SOME SPECIFIC WAYS THE PROGRAM HAS BENEFITED ADMINISTRATORS AND TEACHERS? OUR DEPARTMENT HEADS, COORDINATORS, ADMINISTRATORS AND SUPERVISORS WHO HAVE BEEN THROUGH THE PROGRAM HAVE SHARED THE FOLLOWING:

1. MORE INITIATIVE IN ARTICULATING AND PRIORITIZING INSTRUCTIONAL GOALS
2. INCREASE SELF- AND STAFF ACCOUNTABILITY FOR THE TOTAL EDUCATIONAL PROGRAM
3. BECOMING LEADERS RATHER THAN FOLLOWERS
4. RE-ESTABLISHMENT OF INSTRUCTIONAL EXCELLENCE AS THE TOP PRIORITY
5. MBWA

TEACHERS HAVE SHARED THE FOLLOWING:

1. INCREASED EMPHASIS ON COLLABORATIVE LESSON/ACTIVITY PLANNING
2. SHARING IDEAS, APPROACHES AT FACULTY MEETINGS, ETC.
3. INVITING OTHER TEACHERS AND ADMINISTRATORS INTO THEIR CLASSROOMS
4. DESIGNING INSERVICE PROGRAMS
5. PRAISING OTHER TEACHERS' EFFORTS

II. <u>TEACHER INCENTIVE FOR EXCELLENCE PROJECT</u>

STARTED TWO YEARS AGO, THE TEACHER INCENTIVE FOR EXCELLENCE PROGRAM IS DESIGNED TO ENCOURAGE THE PROFESSIONAL STAFF TO MAINTAIN OR EXPAND THEIR PROGRAMS FOR A GIVEN SCHOOL TERM.

MONIES HAVE BEEN SET ASIDE TO NOT ONLY STIMULATE NEW PROGRAMS BUT ALSO TO CONTINUE TO FUND PROPOSALS WHICH HAD BEEN PREVIOUSLY APPROVED.

PROPOSALS MAY INCLUDE FUNDING FOR SALARIES, SUPPLIES, EQUIPMENT, TRAVEL, OTHER RESOURCE PERSONNEL OR MATERIALS.

PROPOSALS ARE EVALUATED BY A SELECTION COMMITTEE COMPOSED OF CENTRAL OFFICE ADMINISTRATORS AND BOARD MEMBERS USING THE FOLLOWING CRITERIA:

1. DIRECT BENEFIT TO STUDENTS
2. CREATIVITY, INNOVATION
3. MEASURABLE RESULTS
4. POSITIVE EFFECT ON THE SCHOOL AND ONGOING VALUE TO THE EDUCATIONAL PROCESS
5. CONSIDERED BEYOND THE NORMAL PROFESSIONAL ACTIVITIES

ALL PROJECTS MUST BE COMPATIBLE WITH THE CURRICULUM OF THE SOUDERTON AREA SCHOOL DISTRICT AND MUST BE APPROVED BY THE BUILDING PRINCIPAL. OTHER PROVISIONS INCLUDE:

1. ALL ITEMS PURCHASED, ANY MATERIALS DEVELOPED, AND THE PROJECT ITSELF SHALL BECOME THE PROPERTY OF THE SOUDERTON AREA SCHOOL DISTRICT. ANY SALARIES WILL BE PAID AT THE CONCLUSION OF THE PROJECT AFTER THE EVALUATION HAS BEEN SUBMITTED. FOR 1986-87 A MAXIMUM ALLOTMENT OF $1500 PER PROJECT WAS ALLOWED FOR TIME SPENT IN DEVELOPING, IMPLEMENTING, AND EVALUATING THE PROJECT.

2. NO CHANGES COULD BE MADE IN PROJECT PROCEDURES OR EXPENDITURES WITHOUT THE APPROVAL OF THE BUILDING PRINCIPAL AND THE SUPERINTENDENT, OR HIS DESIGNEE.

3. MID-YEAR PROGRESS CONFERENCES WILL BE HELD REGARDING EACH PROJECT. IN THE EVENT THAT, FOR SOME REASON, A PROJECT IS TERMINATED, FINANCIAL COMMITMENTS MADE UP TO THE POINT OF TERMINATION WILL BE HONORED; HOWEVER, NO FURTHER EXPENDITURES MAY BE MADE.

SOME OF THE PROJECTS WHICH HAVE BEEN DEVELOPED INCLUDE:

1. PARTNERS IN WRITING; PARTNERS IN LITERATURE
2. WEAVER GAZETTE, A 5TH GRADE NEWSPAPER
3. WORD PROCESSING AND THE PROCESS APPROACH TO WRITING
4. RESEARCH-BASED SPELLING PROGRAM
5. WOMEN'S HISTORY PROJECT

III. THE STAFF RECOGNITION PROGRAM

IN PREFACING MY COMMENTS CONCERNING THE IMPORTANCE OF STAFF RECOGNITION PROGRAMS, PLEASE CONSIDER THE FOLLOWING QUOTES:

YOU'RE NOT WHO YOU THINK YOU ARE

YOU'RE NOT WHO OTHERS THINK YOU ARE

YOU ARE WHO YOU THINK OTHER PEOPLE THINK YOU ARE.

THE SIX MOST IMPORTANT WORDS: TOGETHER WE CAN MAKE A DIFFERENCE.

THE FIVE MOST IMPORTANT WORDS: I AM PROUD OF YOU.

THE FOUR MOST IMPORTANT WORDS: WHAT IS YOUR OPINION?

THE THREE MOST IMPORTANT WORDS: IF YOU PLEASE

THE TWO MOST IMPORTANT WORDS: THANK YOU

THE MOST IMPORTANT WORD: WE

THE LEAST IMPORTANT WORD: I

BOARDS AND ADMINISTRATORS MUST RECOGNIZE THE SIGNIFICANCE OF ORGANIZATIONAL CLIMATE AND MORALE AND ITS IMPACT ON PERFORMANCE. WHEN PEOPLE KNOW THAT THEIR EFFORTS ARE APPRECIATED AND THAT THEY ARE PERSONALLY RESPECTED BY THOSE WHOM THEY SERVE, THEY ARE ENCOURAGED TO MAXIMIZE TEACHING ENERGIES AND STRIVE FOR A HIGH DEGREE OF PROFESSIONALISM.

JUST LIKE ALL OCCUPATIONS, SCHOOL PERSONNEL HAVE A STRONG DESIRE FOR POSITIVE RECOGNITION, TOO. SOME GENERAL SUGGESTIONS FOR RECOGNITION ARE: 1) WRITTEN PRAISE WITH EVALUATION; 2) WRITTEN NOTES OF APPRECIATION BY THE SUPERINTENDENT, PRINCIPAL AND BOARD MEMBERS; 3) VERBAL COMPLIMENTS; 4) PARENT-TEACHER ORGANIZATION AWARDS; 5) TEACHER OF THE MONTH OR TEACHER APPRECIATION DAYS; 6) PLAQUES OF COMMENDATION; 7) RECOGNITION IN STAFF NOTES, DISTRICT NEWSLETTERS OR LOCAL NEWSPAPERS.

OTHER MEANS FOR BOARDS AND ADMINISTRATIVE STAFFS TO REWARD TEACHERS ARE: 1) ALLOW TEACHERS THE OPPORTUNITY FOR INPUT INTO ADMINISTRATIVE DECISIONS; 2) MAKE THE SCHOOL ENVIRONMENT COMFORTABLE AND POSITIVE; AND 3) PLACE TEACHERS IN SITUATIONS WHERE THEY CAN BE THE MOST PRODUCTIVE.

WHAT ARE SOME SPECIFIC IDEAS WE'RE EMPLOYING RIGHT NOW:

1. THANK-YOU NOTES, TELEPHONE CALLS, PERSONAL LETTERS RECOGNIZING GOOD WORK, ETC.
2. FAMILY EVENTS INVOLVING EMPLOYEES AND THEIR FAMILIES
3. PASSES FOR ALL SCHOOL ACTIVITIES
4. POLAROID PHOTOS OF SUBSTITUTE STAFF MEMBERS
5. STAFF NEWSLETTER MENTION OF ACHIEVEMENTS
6. DISTRICT-WIDE RETIREMENT PROGRAMS FOR EMPLOYEES WITH SUITABLE AWARDS
7. STAFF BREAKFASTS

8. TEACHER OF THE MONTH RECOGNITION
9. RECOGNITION OF TEACHERS FOR ACHIEVEMENTS IN THEIR CLASSROOMS IN FRONT OF THEIR STUDENTS
10. EXCELLENT TEACHER AWARD BY AWARDING MONEY FOR SPECIAL EDUCATIONAL EXPENDITURES (TEACHER INCENTIVE FOR EXCELLENCE)
11. LOCAL INDUSTRY ADOPTS A TEACHER AND PROVIDES TECHNICAL AND POSSIBLY FINANCIAL ASSISTANCE FOR EDUCATIONAL PROGRAMS
12. PLANTING A TREE OR PURCHASING BOOKS IN HONOR OF A DESERVING STAFF MEMBER
13. HAVE AN ADMINISTRATOR TAKE A TEACHER'S LUNCH DUTY AS AN ACT OF APPRECIATION
14. RECOGNIZE TEACHERS AND OTHER EMPLOYEES FOR COMMUNITY SERVICE (SOUDERTON SPOTLITE)
15. SCHOOL BOARD MEMBERS SHOULD VISIT SCHOOLS AND MINGLE WITH EMPLOYEES AS FREQUENTLY AS POSSIBLE, BUT ESPECIALLY DURING AMERICAN EDUCATION WEEK.
16. PERFECT ATTENDANCE AWARDS
17. RECOGNIZING OUTSTANDING ACHIEVEMENT BY A STAFF MEMBER BY HAVING ARTICLES PUBLISHED IN PROFESSIONAL PUBLICATIONS IN ADDITION TO LOCAL NEWSPAPERS AND NEWSLETTER COVERAGE.

IV. PROFESSIONAL GROWTH CYCLE

THE GENERAL EMPHASIS PLACED ON QUALITY EDUCATION IN THE PAST FEW YEARS HAS LED TO A RE-EXAMINATION OF THE FACTORS THAT IMPACT ON QUALITY EDUCATION. ONE OF THE CRITICAL FACTORS OF EDUCATIONAL

EXCELLENCE IS A HIGHLY-TRAINED, STRONGLY-MOTIVATED, AND DEEPLY-COMMITTED STAFF OF TEACHERS AND ADMINISTRATORS. EFFECTIVE TEACHERS AND ADMINISTRATORS ARE ESSENTIAL, AND A WELL-CONCEIVED PROFESSIONAL DEVELOPMENT PROGRAM MUST BE A PRIMARY GOAL FOR THE PROFESSION. CONSIDER THIS QUOTE BY JOHN GOODLAD IN HIS BOOK, "A PLACE CALLED SCHOOL:"

"THERE IS LITTLE POINT IN CONCLUDING THAT ALL SCHOOLS ARE IN TROUBLE AND THEN FOCUSING FOR IMPROVEMENT ONLY ON TEACHERS, OR PRINCIPALS, OR THE CURRICULUM. ALL OF THESE AND MORE ARE INVOLVED. CONSEQUENTLY, EFFORTS AT IMPROVEMENT MUST ENCOMPASS THE SCHOOL AS A SYSTEM OF INTERACTING PARTS, EACH AFFECTING THE OTHERS."

THE PROFESSIONAL GROWTH MODEL IN THE SOUDERTON AREA SCHOOL DISTRICT INCLUDES MANY FACETS--INSERVICE DAYS, STAFF DEVELOPMENT OPPORTUNITIES, COLLEGE, STATE AND INTERMEDIATE UNIT CERTIFIED CREDITS, TALENT BANKS, PEER COACHING, ACTIVE PARTICIPATION IN LOCAL, STATE AND NATIONAL ORGANIZATIONS, ETC.

THERE ARE FOUR MAJOR STRANDS TO THE PROFESSIONAL GROWTH CYCLE IN THE SOUDERTON AREA SCHOOL DISTRICT:

1. PROFESSIONAL SKILLS STRAND: FOCUSES ON THE ENHANCEMENT OF TEACHING AND ADMINISTRATIVE SKILLS
2. INSTRUCTIONAL TECHNOLOGY STRAND: FOCUSES ON STAFF TRAINING IN INSTRUCTIONAL TECHNOLOGY APPLICATION
3. CURRICULUM STRAND: FOCUSES ON CURRENT INSERVICE NEEDS, GOAL ONE REVISIONS, GRADUATE/INSERVICE COURSES, AND PROFESSIONAL CONFERENCE ATTENDANCE
4. INTERPERSONAL/COMMUNICATION ACTIVITIES STRAND: FOCUSES

ON ACTIVITIES/PROCESSES WHICH ENHANCE STAFF MORALE, INTERPERSONAL AND COMMUNICATION SKILLS WITH STUDENTS, CO-WORKERS, PARENTS AND COMMUNITY.

BASED ON THOSE FOUR STRANDS, APPROXIMATELY 11 KEY AREAS HAVE BEEN IDENTIFIED TO GUIDE PROGRAM DIRECTION OVER THE NEXT 5 YEARS AND PERHAPS BEYOND.

1. CURRENT TRENDS AND DEVELOPMENTS - TO LEARN MORE ABOUT CURRENT TRENDS AND DEVELOPMENTS IN THE TEACHING/ADMINISTRATION OF CONTENT/GRADE AREA.

2. COMPUTER KNOWLEDGE - TO INCREASE KNOWLEDGE OF AVAILABLE COMPUTERS (COMPUTER SOFTWARE) FOR INSTRUCTION.

3. MOTIVATION - TO MOTIVATE STUDENTS/STAFF IN A MORE EFFECTIVE MANNER.

4. DIAGNOSIS AND PRESCRIPTION - TO DIAGNOSE WEAKNESSES AND PRESCRIBE APPROPRIATE INSTRUCTION/ADMINISTRATIVE PROCEDURES.

5. SCHOOL MORALE - TO CONTRIBUTE TO THE IMPROVEMENT OF SCHOOL MORALE.

6. INTERPERSONAL SKILLS - TO IMPROVE INTERPERSONAL SKILLS WITH STUDENTS AND CO-WORKERS.

7. STAFF INTERACTION - TO INTERACT MORE FREQUENTLY AND EFFECTIVELY WITH TEACHERS/ADMINISTRATORS IN OTHER BUILDINGS.

8. IMAGE OF EDUCATION - TO IMPROVE THE IMAGE OF EDUCATION IN THE COMMUNITY.

9. STRESS - TO IMPROVE ABILITY TO RECOGNIZE AND COPE WITH STRESS.

10. UTILIZATION OF TECHNOLOGY - TO UTILIZE TECHNOLOGY FOR MORE EFFICIENT TIME AND RESOURCE MANAGEMENT.

HOW ARE SOME OF THE GOALS ACTUALIZED?

A. IN-SERVICE - TYPICALLY THREE FULL DAYS ARE SET ASIDE PER YEAR.

MAJOR THEMES THIS YEAR INCLUDE:

--STUDENT SUPPORT TEAM

--MIDDLE SCHOOL TRANSITION

--WELLNESS AND HEALTH FAIR

B. STAFF DEVELOPMENT & PEER COACHING - SCIENCE OF TEACHING, COMPUTER USE, AND PROCESS APPROACH TO WRITING (SUBSTITUTES PROVIDED)

C. CONTINUING EDUCATION CREDITS - APPROXIMATELY $44,000 IS SPENT EACH YEAR FOR CONTINUOUS EDUCATIONAL PROGRAMS, PHASE III AND IV IN CONTRACT.

D. CONFERENCE ATTENDANCE & PARTICIPATION - ABOUT 39% OF THE PROFESSIONAL STAFF ATTENDED CONFERENCES AND SEMINARS TO UPGRADE SOME APSECT OF THEIR SKILLS IN ONE OF THE FOUR STRANDS.

E. TALENT BANKS - TEACHERS HELPING TEACHERS CONCEPT

--CONFERENCING TECHNIQUES

--SUPERVISION & EVALUATION

--EFFECTIVE COMMUNICATIONS

--LISTENING SKILLS

--HIGH RISK STUDENTS

--NUTRITION

--COMMUNITY RESOURCE FILE

--NETWORKING WITH OTHER SCHOOL DISTRICTS

V. UTILIZING YOUR PROFESSIONAL ASSOCIATIONS

WHAT SCHOOL-RELATED PROFESSIONAL ORGANIZATIONS DO YOU PARTICIPATE IN AND TO WHAT DEGREE? ARE YOU A CONSTRUCTIVE MOTIVATOR OR A RESTRICTED MOTIVATOR? WHY SHOULD YOUR STAFFS WANT TO GET INVOLVED? DO YOU READ YOUR PUBLICATIONS? WHAT PROFESSIONAL GROWTH OPPORTUNITIES (INTERNAL OR EXTERNAL) DO YOU PROVIDE?

WHAT EXPECTATIONS DO YOU AS A BOARD HAVE FOR YOUR TEACHERS AND ADMINISTRATORS GETTING INVOLVED IN LOCAL, STATE AND NATIONAL ORGANIZATIONS?

TO ADVOCATE ACCEPTANCE TOWARDS CHANGE, THE BOARD AND ADMINISTRATIVE STAFF MUST ASSUME THE NECESSARY LEADERSHIP ROLES TO PROVIDE A CLIMATE OF COMMITMENT. ANY LASTING CHANGE IN A SCHOOL WILL OCCUR ONLY BECAUSE THE STAFF ITSELF CHANGES NORMS OF EXPECTATIONS, APPROPRIATE ROLE DEFINITIONS, STANDARDS OF ACCOUNTABILITY AND PATTERNS OF BEHAVIORS. REFLECT ON THE FOLLOWING MESSAGE:

"ONE DOES NOT IMPROVE THROUGH ARGUMENT BUT THROUGH EXAMPLE.
ONE DOES NOT TOUCH EXCEPT THROUGH EMOTION;
ONE DOES NOT HOPE TO EXCITE LOVE EXCEPT THROUGH LOVE.
BE WHAT YOU WISH OTHERS TO BECOME,
MAKE YOURSELF, NOT YOUR WORDS, A SERMON."

YES, MAKE YOURSELF, NOT YOUR WORDS, A SERMON. IN OTHER WORDS, BE A LEADER IN YOUR OWN PROFESSIONAL ORGANIZATIONS IF YOU EXPECT PEOPLE TO BECOME LEADERS IN YOUR DISTRICT. PUT YOURSELF IN A POSITION WHERE YOU HELP MAKE IT HAPPEN, RATHER THAN READ ABOUT IT HAPPENING. OUR ADMINISTRATORS ARE BLESSED WITH A BOARD THAT ENCOURAGES PARTICIPATION AND LEADERSHIP ROLES IN PROFESSIONAL ORGANIZATIONS AND HAS SANCTIONED AND ACTIVELY ENCOURAGED OUR MAKING THE EMERGING RESEARCH, NOT JUST READING ABOUT IT.

AS A RESULT OF THIS AND OTHER ENCOURAGEMENT THROUGHOUT THE STATE OF PENNSYLVANIA, A GROUP OF 19 OTHER EDUCATORS AND I, LINKED WITH RESEARCH FOR BETTER SCHOOLS, ARE AT THE THRESHOLD OF SIGNIFICANT RESEARCH NOT ONLY ON TEACHER PERFORMANCE, BUT ON THE CRITICAL SUCCESS ELEMENTS IN TEACHER SUPERVISION, STAFF DEVELOPMENT, AND EVALUATION PROGRAMS--IN OTHER WORDS, LEADERSHIP THROUGH INVOLVEMENT AND EXAMPLE WHICH HAS THE POTENTIAL TO ASSIST EVERY SCHOOL DISTRICT ACROSS THIS NATION.

SO, I GO BACK TO MY ORIGINAL PREMISE. HOW CAN SCHOOL BOARDS IMPROVE TEACHER PERFORMANCE; LET ME COUNT THE WAYS.

ALLOW ME TO LEAVE YOU WITH A BOARD MEMBERS' PRAYER TO GUIDE YOU IN YOUR QUEST FOR EXCELLENCE IN TEACHER PERFORMANCE:

DEAR LORD, PLEASE HELP ME TO ACCEPT HUMAN BEINGS AS THEY ARE, NOT YEARN FOR PERFECT CREATURES;

--TO RECOGNIZE ABILITY AND ENCOURAGE IT,

--TO UNDERSTAND SHORTCOMINGS AND MAKE ALLOWANCES FOR THEM,

--TO WORK PATIENTLY FOR IMPROVEMENT AND NOT TO EXPECT TOO MUCH TOO QUICKLY,

--TO APPRECIATE WHAT PEOPLE DO RIGHT, NOT JUST CRITICIZE WHAT THEY DO WRONG,

--TO BE SLOW TO ANGER AND HARD TO DISCOURAGE,

--TO HAVE THE HIDE OF AN ELEPHANT AND THE PATIENCE OF JOB.

IN SHORT, LORD, PLEASE HELP ME BECOME A BETTER BOARD MEMBER.